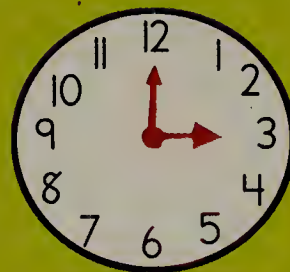


# Care Bears™

Lots of  
Learning  
Fun!

## Beginning Math Workbook

Telling  
Time



3:00

Number  
Order

4, 5, \_\_\_\_

Adding



$$1 + 1 = 2$$





# Care Bears™

## Beginning Math Workbook



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## TO THE PARENTS/CAREGIVERS



To the Parents/Caregivers:

You can encourage your child's enjoyment of learning and knowledge of basic skills by participating in educational activities at home. Working together on the activities in this workbook will help your child build confidence and develop the skills necessary for successful early childhood education.

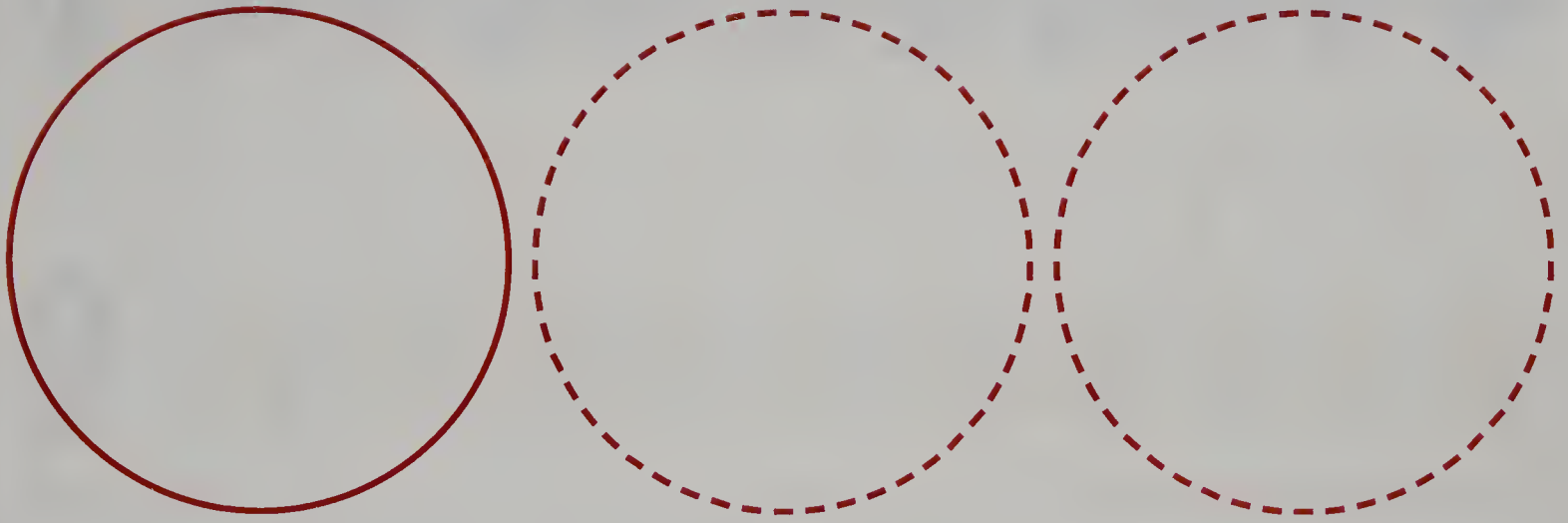
Here are some suggestions to make your time together rewarding and enjoyable:

- Choose a time when you and your child are relaxed.
- Choose a comfortable place to work.
- Provide a writing instrument that your child is familiar with.
- Praise your child's efforts.
- Discuss each page. Help your child relate the concepts in this book to everyday experiences.
- Don't attempt to do too many pages at once. Children may need to change activities often, or they may lose interest.

Most importantly, enjoy the time you spend working with your child. This will ensure fun and learning for everyone!

## BEGINNING MATH

Trace the circles at the top of the page.  
Trace the squares at the bottom of the page.  
Then color the shapes.

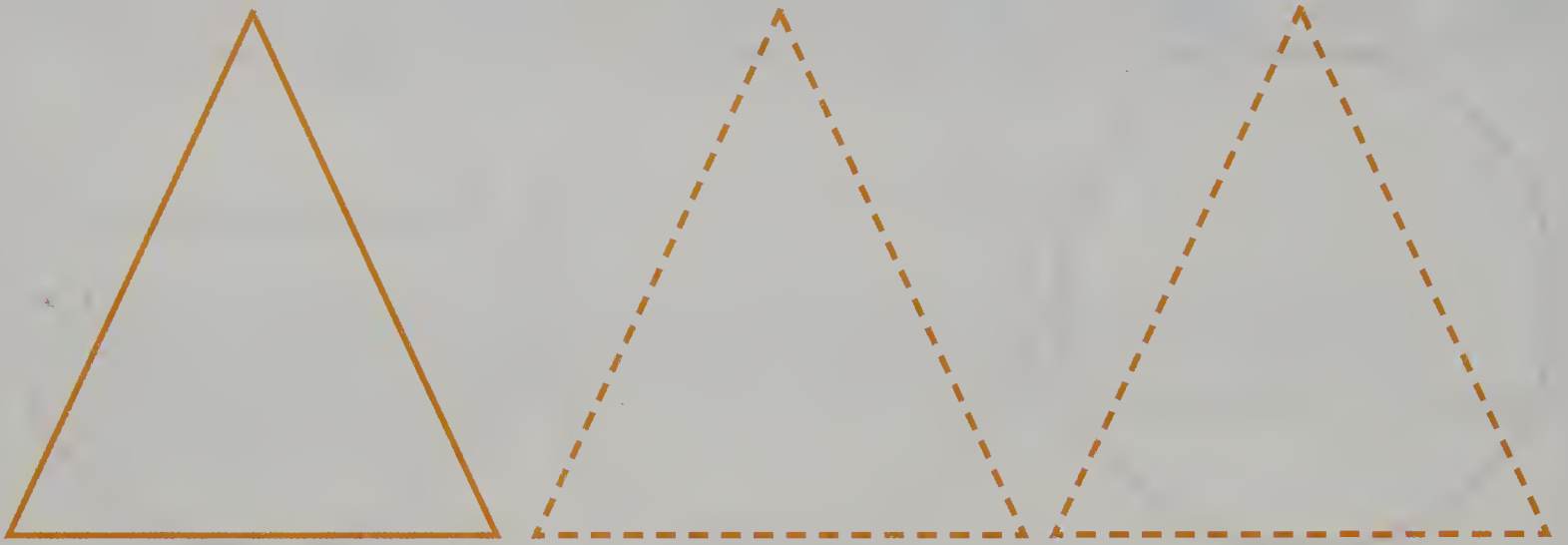


**Skills:** Recognizing shapes; Forming geometric shapes



## BEGINNING MATH

Trace the triangles at the top of the page.  
Trace the rectangles at the bottom of the page.  
Then color the shapes.

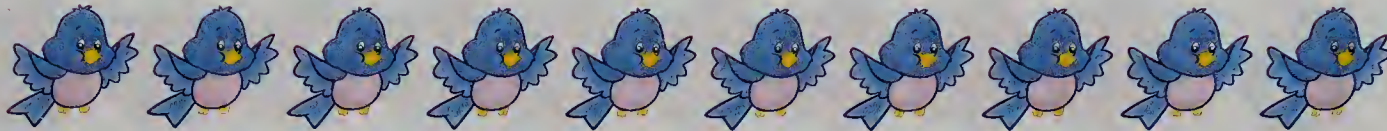


**Skills:** Recognizing shapes; Forming geometric shapes

## BEGINNING MATH

Look at the numeral at the beginning of each row.  
Circle that number of items.

1



2



3



4



5



**Skills:** Counting; Creating sets of objects; Recognizing numerals



## BEGINNING MATH

Look at the numeral at the beginning of each row.  
Circle that number of items.

6



7



8



9



10



**Skills:** Counting; Creating sets of objects; Recognizing numerals



# BEGINNING MATH

Look at the Care Bears in each row.  
Count the Care Bears in each row.  
Write the number in each box.

|   |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                       |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
|---|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1 |    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                       |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
| 2 |    |    |                                                                                     |                                                                                     |                                                                                     |                                                                                       |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
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|   |  |  |  |  |  |  |  |  |  |  |

**Skills:** Counting; Recognizing sets of objects; Forming numerals

## BEGINNING MATH

Look at each picture.

How many are in the first group?

How many are in the second group?

How many in all?



2 and 3 is           



           and            is           



           and            is           

**Skills:** Understanding addition sentences; Recognizing sets of objects and writing corresponding numerals; Adding groups of objects



## BEGINNING MATH

Look at each picture.

How many are in the first group?

How many are in the second group?

How many in all?



$$\begin{array}{r} 1 \\ \hline 1 \end{array}$$

and  
+

$$\begin{array}{r} 1 \\ \hline 1 \end{array}$$

is  
=

$$\begin{array}{r} 2 \\ \hline 2 \end{array}$$



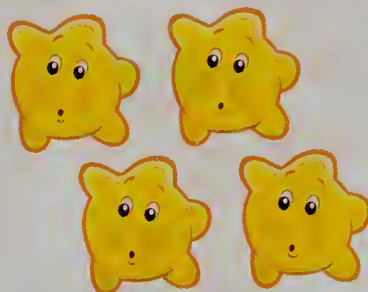
$$\begin{array}{r} \phantom{0} \\ \hline \phantom{0} \end{array}$$

and  
+

$$\begin{array}{r} \phantom{0} \\ \hline \phantom{0} \end{array}$$

is  
=

$$\begin{array}{r} \phantom{0} \\ \hline \phantom{0} \end{array}$$



$$\begin{array}{r} \phantom{0} \\ \hline \phantom{0} \end{array}$$

and  
+

$$\begin{array}{r} \phantom{0} \\ \hline \phantom{0} \end{array}$$

is  
=

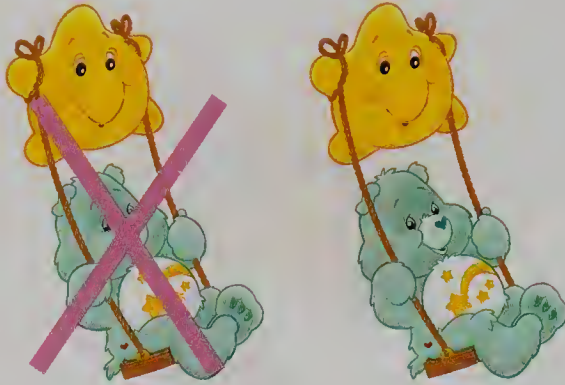
$$\begin{array}{r} \phantom{0} \\ \hline \phantom{0} \end{array}$$

**Skills:** Understanding addition sentences; Recognizing sets of objects and writing corresponding numerals; Adding groups of objects



## BEGINNING MATH

Look at each picture.  
How many are left?



2 take away            is           



4 take away            is           



5 take away            is           

**Skills:** Understanding subtraction sentences; Recognizing sets of objects and writing corresponding numerals; Subtracting groups of objects

# BEGINNING MATH

Look at each picture.  
How many are left?



$$\begin{array}{r} 5 \\ \hline 5 \end{array} \quad \text{take away} \quad \underline{\hspace{2cm}} \quad \text{is} \quad \underline{\hspace{2cm}}$$

$$\quad \quad \quad - \quad \quad \quad = \quad \quad \quad$$



$$\begin{array}{r} 3 \\ \hline 3 \end{array} \quad \text{take away} \quad \underline{\hspace{2cm}} \quad \text{is} \quad \underline{\hspace{2cm}}$$

$$\quad \quad \quad - \quad \quad \quad = \quad \quad \quad$$



$$\begin{array}{r} 2 \\ \hline 2 \end{array} \quad \text{take away} \quad \underline{\hspace{2cm}} \quad \text{is} \quad \underline{\hspace{2cm}}$$

$$\quad \quad \quad - \quad \quad \quad = \quad \quad \quad$$

**Skills:** Understanding subtraction sentences; Recognizing sets of objects and writing corresponding numerals; Subtracting groups of objects



## BEGINNING MATH

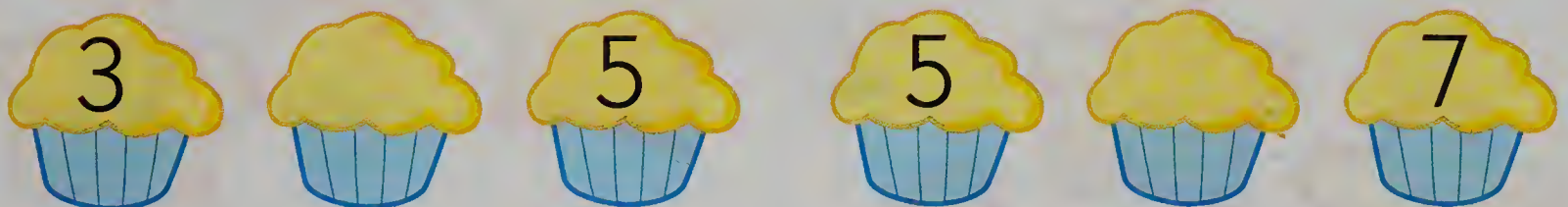
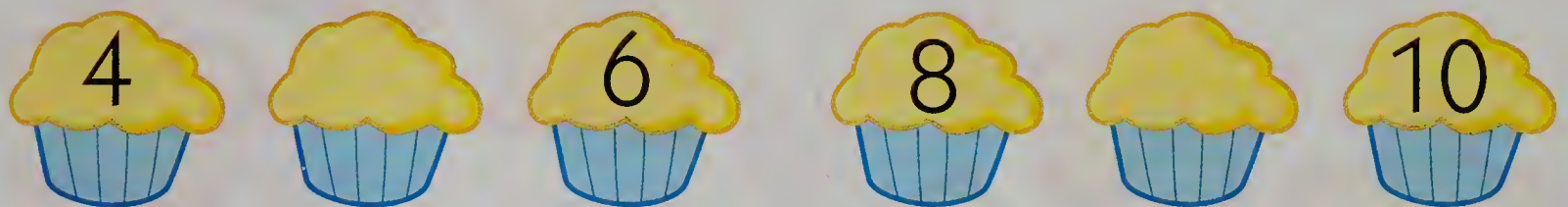
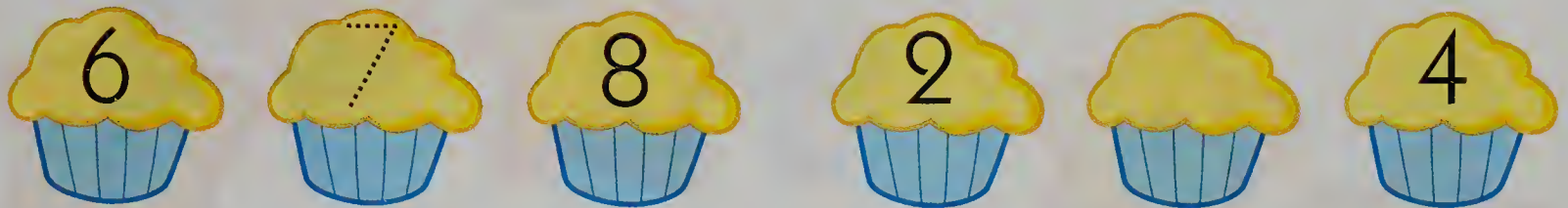
Look at each butterfly.  
What number comes next?



**Skills:** Ordering numbers to 10; Writing numerals

## BEGINNING MATH

Look at each group of cupcakes.  
What number comes between?



**Skills:** Ordering numbers to 10; Writing numerals



## BEGINNING MATH

Look at the stars.  
Write the missing numbers.



**Skills:** Ordering numbers to 10; Writing numerals

## BEGINNING MATH

Look at each picture.  
How many are in the first group?

How many are in the second group?  
How many in all?



2

and



1

is

3



\_\_\_\_\_

and



\_\_\_\_\_

is

\_\_\_\_\_



\_\_\_\_\_

and



\_\_\_\_\_

is

\_\_\_\_\_

**Skills:** Recognizing sets of objects and writing corresponding numerals; Adding groups of objects



## BEGINNING MATH

Look at each picture.  
How many are in the first group?

How many are in the second group?  
How many in all?



\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_



\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_



\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_

**Skills:** Recognizing sets of objects and writing corresponding numerals; Adding groups of objects

# BEGINNING MATH

Look at each picture.  
How many are in the first group?

How many are in the second group?  
How many in all?



3  
3

and  
+

1  
1

is  
=

4  
4



\_\_\_\_\_  
\_\_\_\_\_

and  
+

\_\_\_\_\_  
\_\_\_\_\_

is  
=

\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

and  
+

\_\_\_\_\_  
\_\_\_\_\_

is  
=

\_\_\_\_\_  
\_\_\_\_\_

**Skills:** Recognizing sets of objects and writing corresponding numerals; Adding groups of objects; Understanding addition sentences

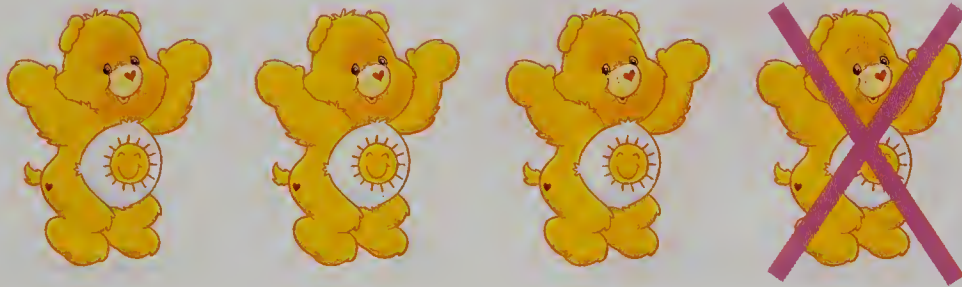


## BEGINNING MATH

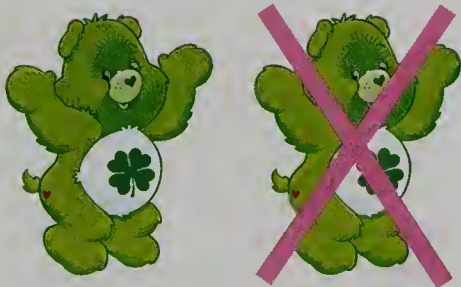
Look at each picture.  
How many are left?



5 take away \_\_\_\_\_ is \_\_\_\_\_



\_\_\_\_\_ take away \_\_\_\_\_ is \_\_\_\_\_



\_\_\_\_\_ take away \_\_\_\_\_ is \_\_\_\_\_

**Skills:** Recognizing sets of objects and writing corresponding numerals; Subtracting groups of objects

# BEGINNING MATH

Look at each picture.  
How many are left?



5

take away

is

5

—

=



3

take away

is

3

—

=



4

take away

is

4

—

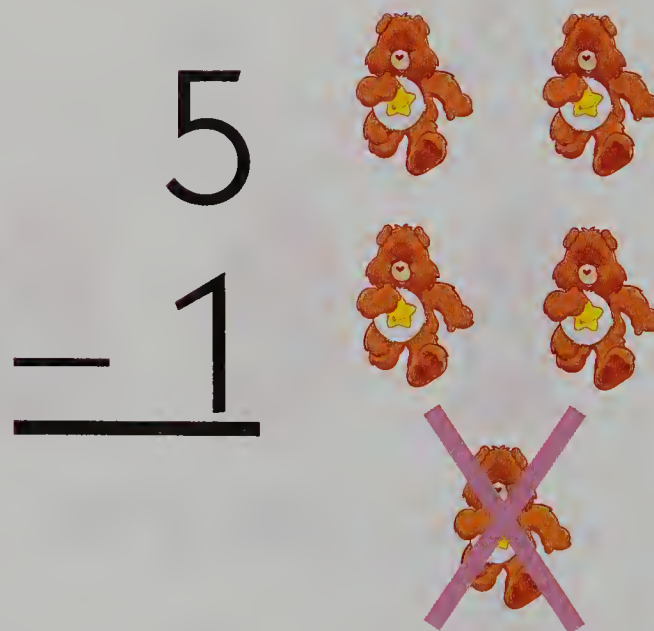
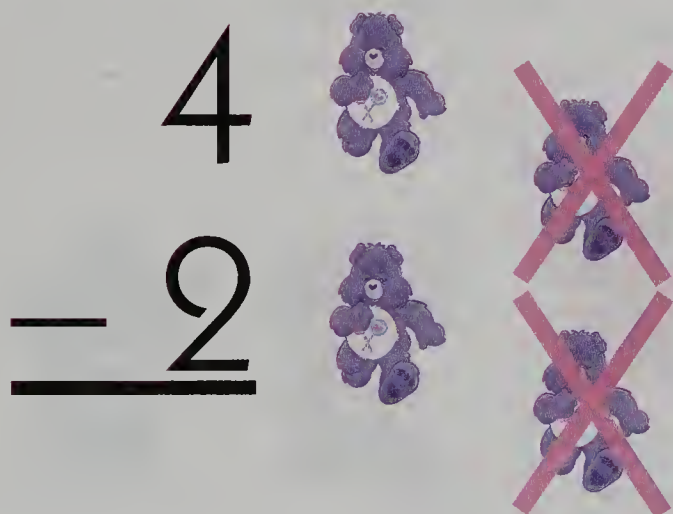
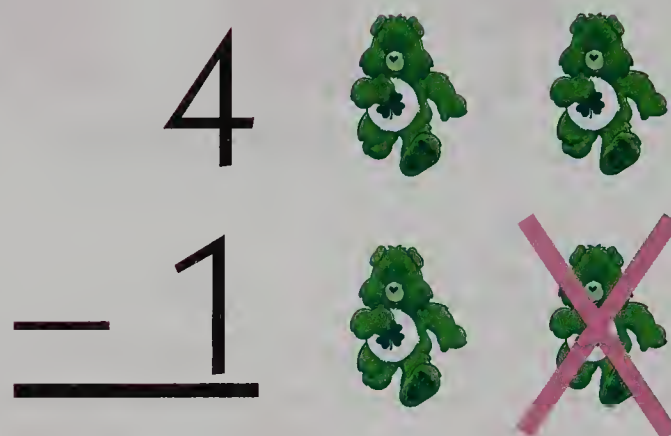
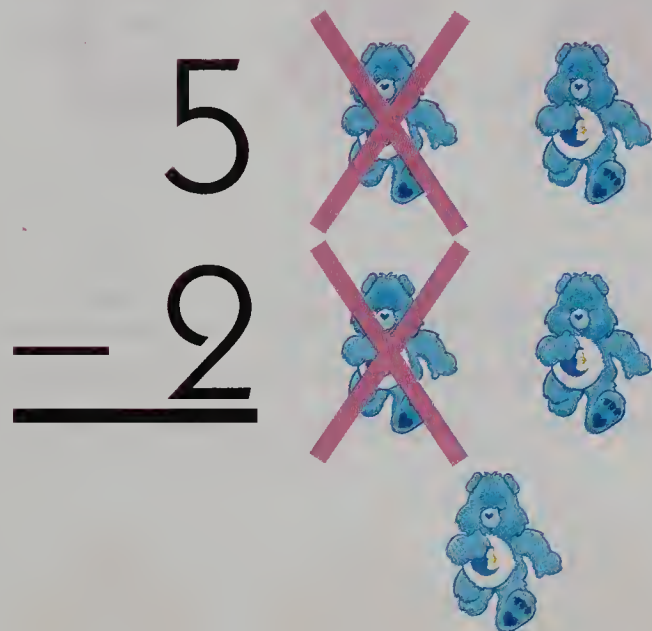
=

**Skills:** Recognizing sets of objects and writing corresponding numerals; Subtracting groups of objects; Understanding subtraction sentences



# BEGINNING MATH

Look at each picture.  
How many are left?



**Skills:** Solving vertical subtraction problems; Writing numerals

## BEGINNING MATH

Count the number of hearts in each box.  
Write the number on the line.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Skills:** Identifying sets

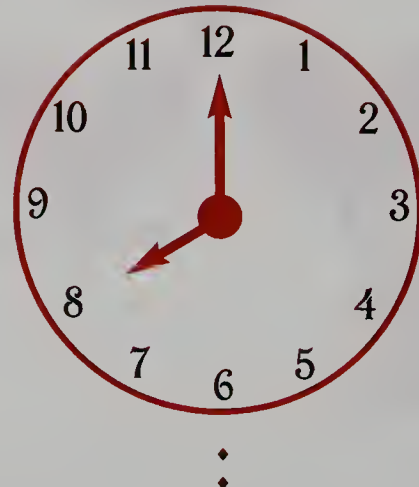
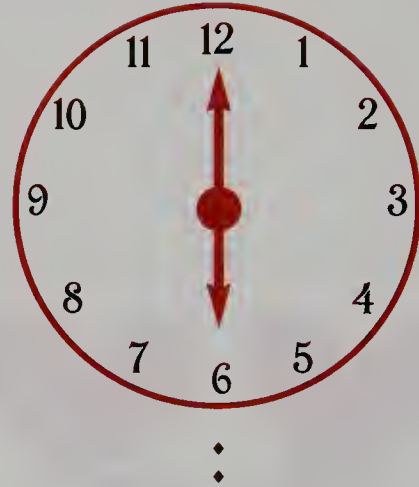
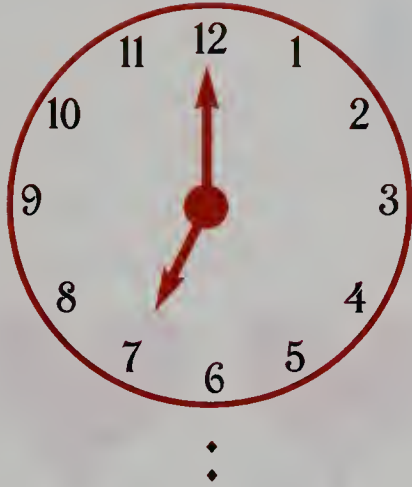
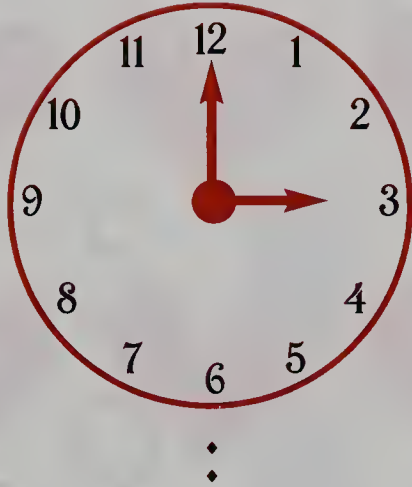


## BEGINNING MATH

What time is it?

Look at each clock.

Write the time.



**Skills:** Time awareness; Telling time to the hour

## BEGINNING MATH

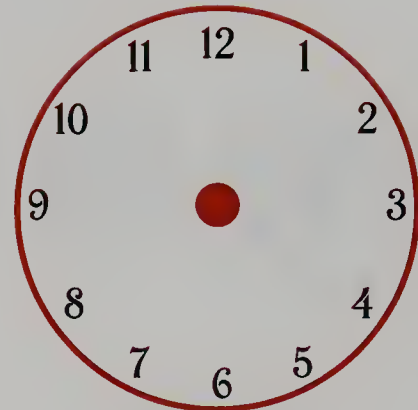
Put the time on the clock!

Look at the time.

Draw the hands on each clock to show the correct time.



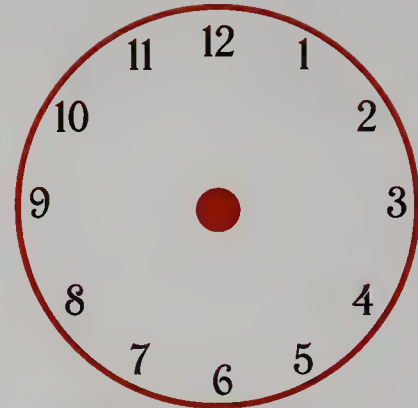
12:00



1:00



2:00



3:00



4:00



5:00

**Skills:** Time awareness; Showing time to the hour



## BEGINNING MATH

Put the time on the clock!

Look at the time.

Draw the hands on each clock to show the correct time.



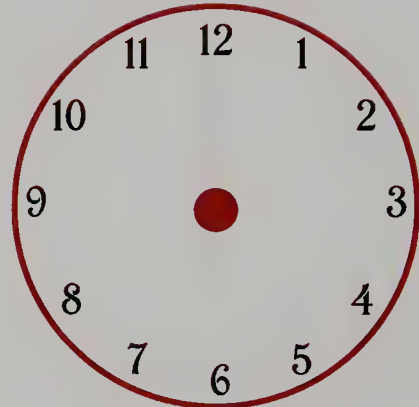
6:00



7:00



8:00



9:00



10:00



11:00

**Skills:** Time awareness; Showing time to the hour

## BEGINNING MATH

Can I buy it?

A penny is worth one cent.

Put an **X** on the coins you need to buy each fruit.



1¢



2¢



3¢



4¢



**Skills:** Money awareness; Understanding the value of a penny



## BEGINNING MATH

Can I buy it?

A nickel is worth five cents.

A nickel is the same as five pennies.

Put an **X** on the coins you need to buy each item.



6¢



7¢



8¢



9¢



**Skills:** Money awareness; Understanding the value of a penny and a nickel



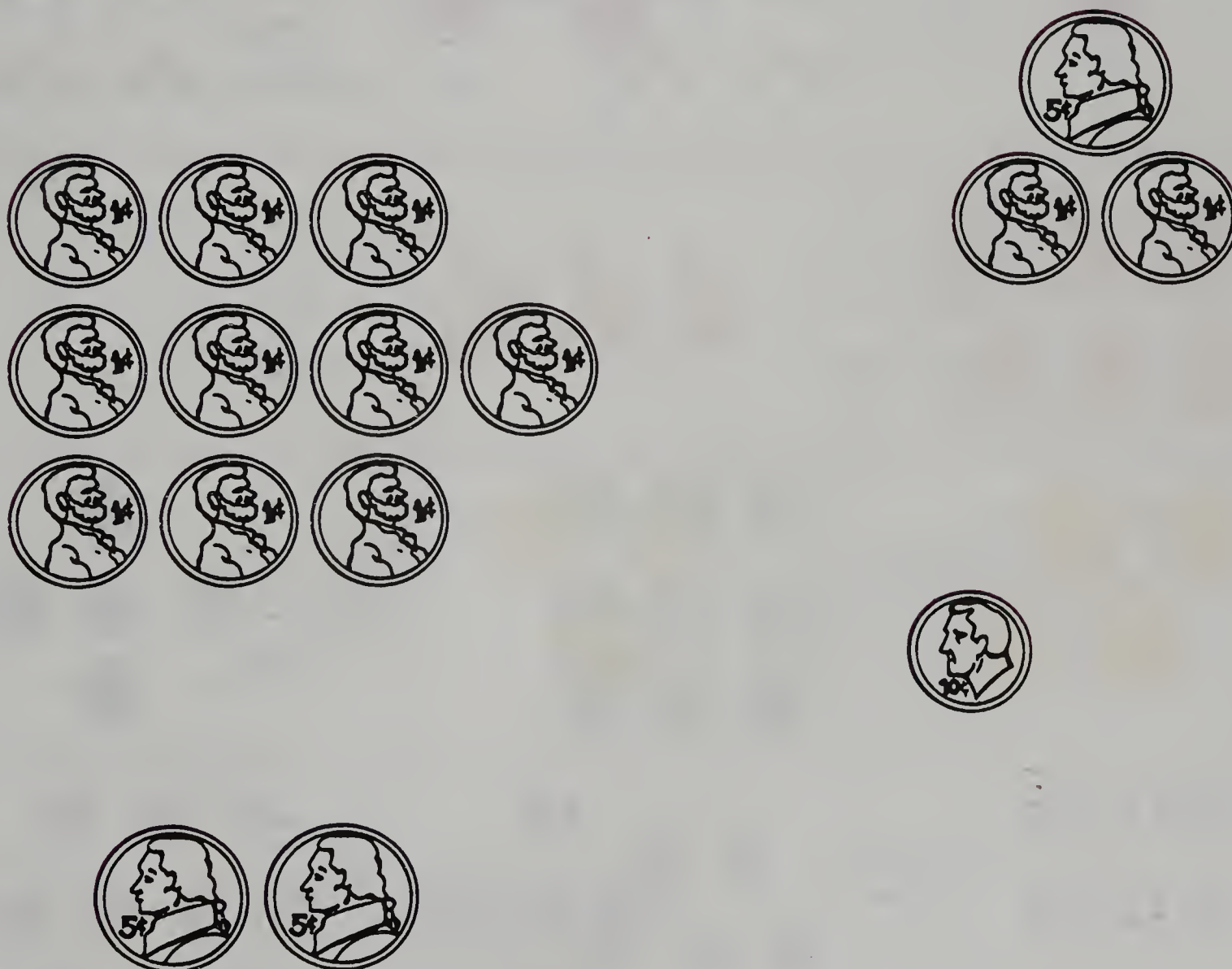
# BEGINNING MATH

10 pennies are the same as 1 dime.

2 nickels are the same as 1 dime.



Look at the amounts of money on this page.  
Circle the amounts that show 10 cents.



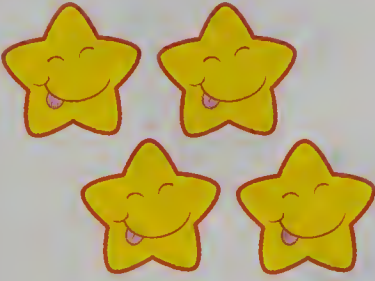
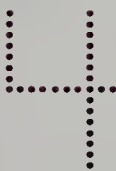
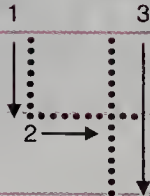
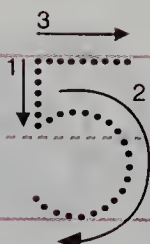
**Skills:** Identifying amounts of money

# BEGINNING MATH

Trace the numeral.

Match the numeral with the picture that shows how many.

Then write the numeral.

|                                                                                    |                                                                                     |                                                                                      |                                                                                       |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |    |
|  |    |   |   |
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**Skills:** Matching numerals to corresponding sets; Writing numerals; Following directions

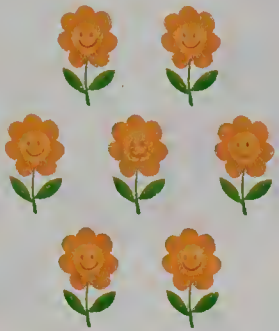
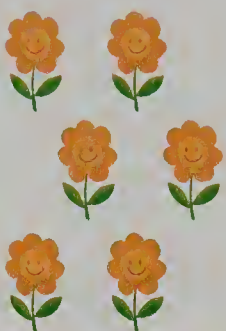
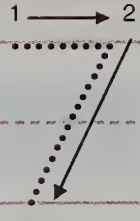
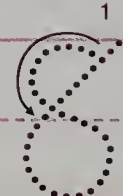
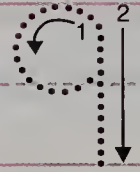
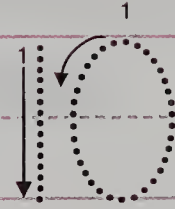


# BEGINNING MATH

Trace the numeral.

Match the numeral with the picture that shows how many.

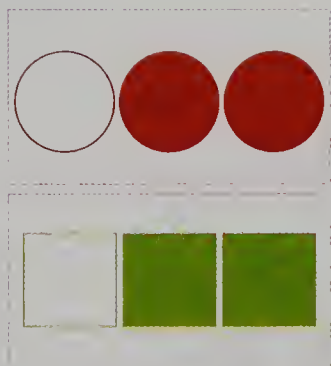
Then write the numeral.

|                                                                                    |                                                                                     |                                                                                      |                                                                                       |
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|   |    |   |   |
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**Skills:** Matching numerals to corresponding sets; Writing numerals; Following directions



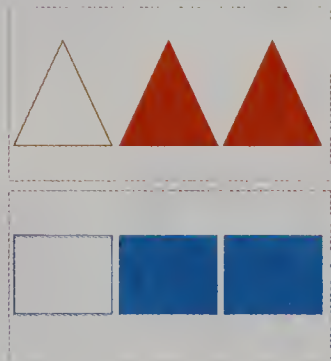
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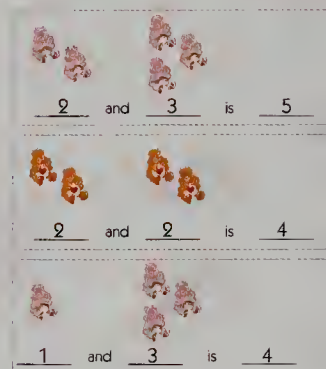
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page 4



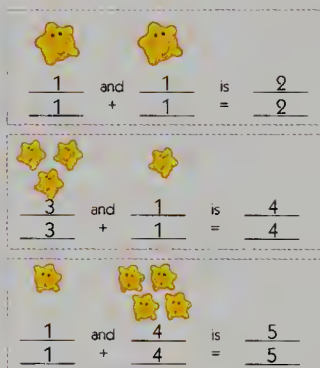
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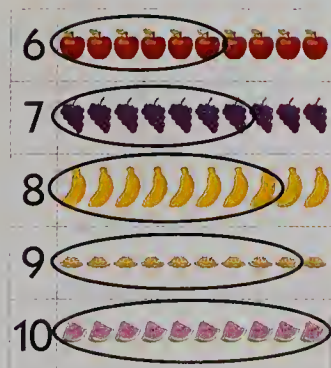
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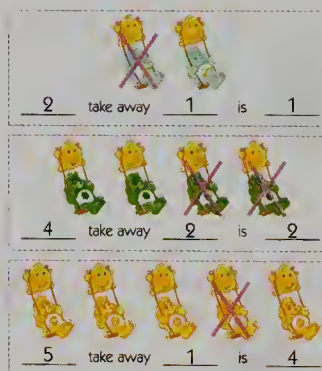
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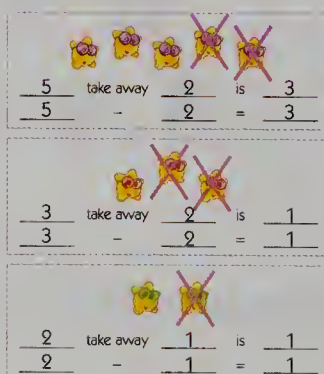
page 6



page 10



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# ANSWERS

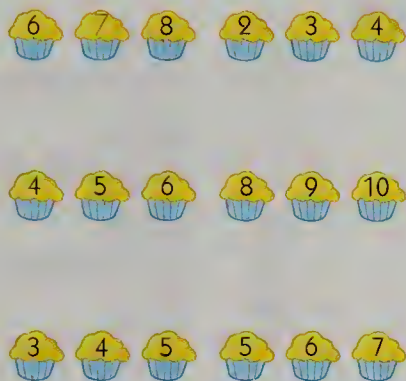
page 12



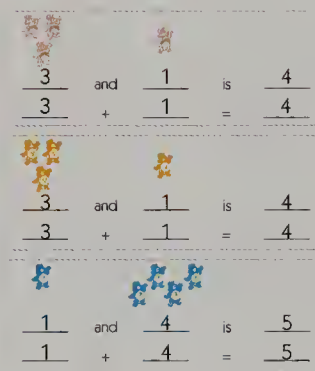
page 16



page 13



page 17



page 14



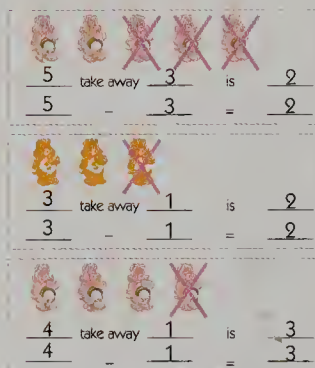
page 18



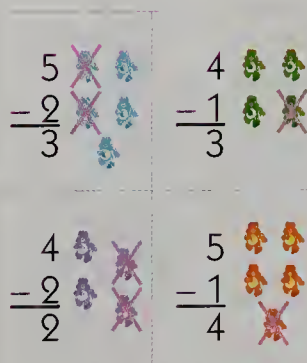
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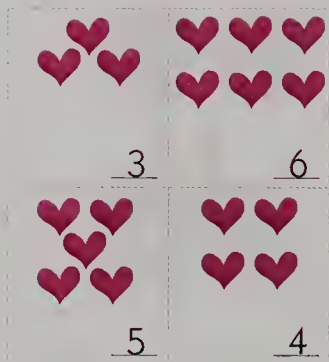
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# ANSWERS

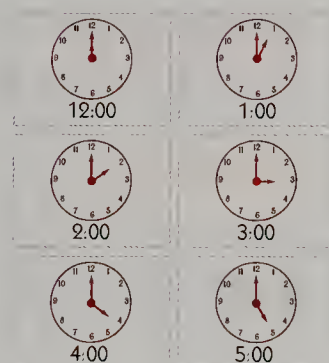
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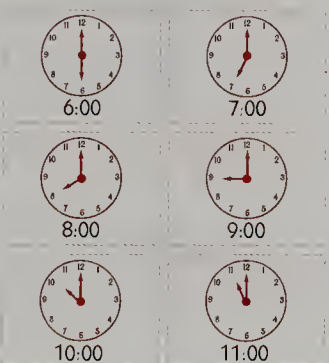
page 22



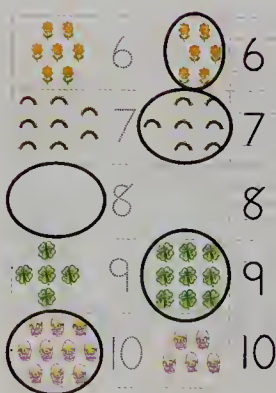
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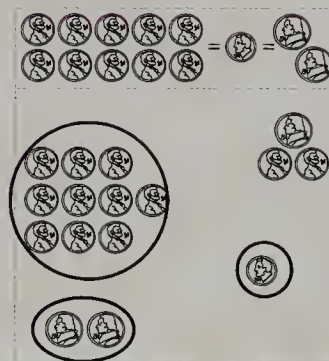
page 25



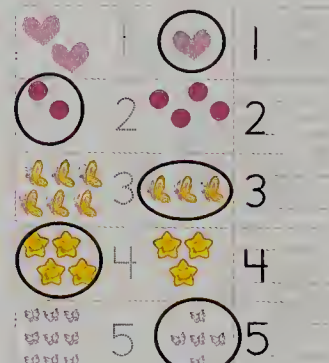
page 26



page 27



page 28









It's fun to learn  
beginning math with  
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Age-appropriate,  
skill-building activities  
with fun colorful art are  
just right for young  
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children build a strong  
educational foundation.



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